

Individual Student
IEP General File Review Checklist
Directions for Use
General Supervision File Review 2015

	Item	Explanation of Item
1.	<p>Written Notice or Parental Consent for Assessment was obtained prior to administrating assessments or evaluation on initial evaluation.</p> <p>Documentation of consent OR reasonable attempts and input sought is present for 3-year re-evaluation. OR</p> <p>Documentation of written notice for a reevaluation consisting only of a review of existing new data.</p>	<p>Area: Parent Involvement Topic: Informed Consent</p> <p>This documentation is within the Consent for Assessment Form 350a and 350c. It should be dated and signed prior to the assessment(s) or evaluation(s) being conducted.</p> <p>If consent for reevaluation was not obtained sufficient documentation of reasonable attempts and input sought is evident.</p> <p style="text-align: right;">Chapter 4 Section 3 pg 32-36 CFR 300.300 Parental Consent</p>
2.	<p>The Eligibility team included all required team members, including the parent(s). Each participant indicating agreement by signature, check mark, or both.</p>	<p>Area: Evaluation and Eligibility Topic: Evaluation</p> <p>This information is documented on the first page of the Eligibility Report Form 380a.</p> <p>A group of qualified professionals and the parent of the child determine whether the child is a child with a disability. This is often the IEP team which includes but is not limited to: the parent, special education teacher, general education teacher, trained and knowledgeable personnel who can administer and interpret the instructional implications of evaluation results, and an LEA representative.</p> <p>Additional membership requirements for SLD include the general education teacher (or if child does not have general education teacher a classroom teacher qualified to teach a child of his or her age) and at least one person to conduct individual diagnostic examinations of children such as a school psychologist, speech-language pathologist or remedial reading teacher.</p> <p style="text-align: right;">Chapter 4 Section 1 pg 30 CFR 300.306 Determination of Eligibility CFR 300.304 Evaluation Procedures CFR 300.308 Additional Group Members CFR 300.321 IEP Team</p>

<p>3.</p>	<p>There is evidence that a comprehensive evaluation was conducted and each of the state eligibility criteria were met for the specific disability category.</p>	<p>1) Area: Evaluation and Eligibility Topic: Eligibility</p> <p>A comprehensive evaluation means gathering enough information to provide a complete (full) picture of the student (individual) and their strengths and needs. This means the team:</p> <ul style="list-style-type: none"> • Assesses the child in all areas related to the suspected disability, including if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. • Uses a variety of assessment tools and strategies to gather relevant functional, developmental and academic information • Completes an evaluation that is sufficiently comprehensive to identify all of the child’s special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified. • Uses assessment tools and strategies that provide relevant information that directly assists in determining the educational needs of the student <p>Components of a comprehensive evaluation would include documentation of the following:</p> <ul style="list-style-type: none"> • All areas of concern being addressed • Multiple forms of assessment and data (observations, standardized assessments, classroom assessments and performance, etc.) • Use of existing data • Input from various team members • Data gathered over a period of time <p style="text-align: right;">Chapter 4 Section 2 pg 30 CFR 300.304 Evaluation Procedures</p> <p>CFR 300.306 Determination of Eligibility</p> <p>2) Area: Evaluation and Eligibility Topic: Eligibility</p> <p>The Eligibility Report appropriately satisfies the specific required components needed for the appropriate eligibility category as defined by the Idaho Special Education Manual 2015.</p> <p>This information is documented within the Eligibility Report Form 380c:3 “Eligibility determination”.</p> <p>The <i>Idaho Special Education Manual 2015</i> Chapter 4 Section 7 contains definitions and the eligibility criteria for each specific disability that must be used to determine whether an individual qualifies as a student with a disability in need of special education. After completing steps of the eligibility process, the Eligibility Report should address each required criteria listed in the manual.</p> <p>The eligibility criteria are one of the three prongs (1. eligibility criteria 2. adverse affect 3. need for specially designed instruction) that must be met to determine eligibility.</p>
-----------	--	---

4.	<p>If the student's Native Language (first language or home language) is not English: A language proficiency score was obtained and appropriate assessments were selected based on the student's level of proficiency.</p>	<p>Area: Evaluation and Eligibility Topic: Eligibility</p> <p>The Eligibility Report identifies and addresses the impact of limited English proficiency (when appropriate) on eligibility and the progress in the general education curriculum.</p> <p>Documentation of this is shown within the following forms:</p> <ul style="list-style-type: none"> • Referral to Consider Special Education Form 330a:2A&B • Eligibility Report Form 380c:C <p>On an IEP, documentation of this is shown within the following form:</p> <ul style="list-style-type: none"> • IEP Form 410a under Native Language <p>A student is identified as Limited English Proficiency through established district policies. Identification and documentation of a student's Native Language would be found on most forms that include demographic information. If English has been incorrectly marked on school forms, consult with ESL teacher regarding verification of home language.</p> <p style="text-align: right;">Chapter 4 Section 5C & D pg 38-40 Appendix 4B CFR 300.306 Determination of Eligibility</p>
5.	<p>Eligibility Report appropriately addresses adverse effect.</p>	<p>Area: Evaluation and Eligibility Topic: Eligibility</p> <p>The adverse effect is the second of the three prongs of eligibility. The Eligibility Report appropriately addresses the adverse affect of the disability on the student's educational performance, including the student's performance in the educational setting and progress in the general education curriculum.</p> <p>This statement is documented within the Eligibility Report Form 380C:3 "Adverse Effect on Educational Performance".</p> <p>To fully address the adverse effect on educational performance, this statement should include a consideration of all facets of the student's disability that have a harmful or unfavorable influence on the student's academic or daily life activities.</p> <p style="text-align: right;">Chapter 4 Section 7 pg 44 CFR 300.8 Child with a Disability</p>

6.	<p>Eligibility Report appropriately addresses need for specially designed instruction.</p>	<p>Area: Evaluation and Eligibility Topic: Eligibility</p> <p>The Eligibility Report appropriately addresses the need for specially designed instruction in order to access the general curriculum.</p> <p>This statement is documented within the Eligibility Report Form 380C:3 “Need for Specially Designed Instruction”.</p> <p>To fully address the need for specially designed instruction, this statement should include a clarification of what adapted content, methodology, or delivery of instruction is needed to ensure access to the general curriculum and to address the unique needs of the student that result from the student’s disability.</p> <p style="text-align: right;">Chapter 4 Section 7 pg 45 CFR 300.306 Determination of Eligibility</p>
7.	<p>The IEP team included all required team members, including the parents. Each participant indicating attendance by signature, check mark, or both. For preschool-age students, the general education teacher may be the kindergarten teacher or an appropriate designee. Designees at the preschool level may include a care provider, Head Start teacher, or community preschool teacher if that person meets state and/or national licensing standards.</p>	<p>Area: FAPE in the LRE Topic: IEP Team Members</p> <p>All required members were in attendance at the IEP meeting (if not in attendance documentation of input and signed written agreement of excusal)</p> <p>Documentation of this is within the IEP Form 410a “IEP Team Member Information”.</p> <p>This includes but is not limited to: the parent, (student if applicable), special education teacher, general education teacher, and an LEA representative.</p> <p>If members are excused through a written agreement with the district and the parent, documentation should be attached to the IEP.</p> <p>Documentation is done using the Parent or Adult Student and District Agreements Form 550.</p> <p>For pre-school age students, check Form 410 to see if a general education representative was in attendance at the meeting. Kindergarten teacher, a child care provider, Head Start teacher, or private preschool teacher.</p> <p style="text-align: right;">Chapter 5 Section 1D pg 75-78 CFR 300.321 IEP Team</p>

8.	IEP includes appropriate Present Levels of Academic Achievement and Functional Performance/Present Levels of Performance (PLAAFP/PLOP).	<p>Area: FAPE in the LRE Topic: IEP Content</p> <p>This statement can be found within the IEP Form 410b:1 & 2</p> <p>An appropriate PLAAFP/PLOP is a statement that addresses an area of need and includes how a student's disability affects involvement and progress in the general education curriculum.</p> <p>A PLAAFP/PLOP</p> <ul style="list-style-type: none"> • is written in objective and measurable terms • shows a direct relationship to the other components of the IEP • provides a starting point for goals • references Idaho Content Standards. <p>When referencing Idaho approved state standards on an IEP, indicate which standard is being referenced. Cite the entire title of the standard, such as:</p> <ul style="list-style-type: none"> • Idaho Core Standards • Early Learning e-Guidelines • Basic Work Place Competencies • Health Content Standards • PE Content Standards <p style="text-align: right;">Chapter 5 Section 2C pg 81 CFR 300.320 Definition of Individualized Education Program</p>
9.	IEP includes appropriate Goals.	<p>Area: FAPE in the LRE Topic: IEP Content</p> <p>This statement can be found within the IEP Form 410b:3 & 4.</p> <p>Appropriate Goals are:</p> <ul style="list-style-type: none"> • measurable including the behavior, performance criteria, and evaluation procedure • reasonable for a student to accomplish within the time period covered by the IEP • written to enable student to be involved in and progress in the general education curriculum • directly related to the area of need, the PLOP, and services <p style="text-align: right;">Chapter 5 Section 2C pg 81 CFR 300.320 Definition of Individualized Education Program</p>

10.	IEP includes a statement about sending Written Progress Reports to parents.	<p>Area: FAPE in the LRE Topic: IEP Content</p> <p>This statement can be found within the IEP Form 410b:6.</p> <p>This statement should include both how the progress will be measured and how and when it will be reported to the parent.</p> <p>Documentation should also be present that indicates that the parent is receiving meaningful communication of the progress a student is making towards their annual goals.</p> <p style="text-align: right;">Chapter 5 Section 2D pg 82 CFR 300.320 Definition of Individualized Education Program</p>
11.	The IEP includes a description of the special education and related services being provided to the student including: a description of the service, the certified provider, the location, the duration of the session, the frequency of sessions, and the start date and end date	<p>Area: FAPE in the LRE Topic: IEP Content</p> <p>Documentation of services and other considerations focused on supporting individual need are seen in IEP Form 410c:1.</p> <p>Each student's IEP shall describe the special education and related services, based on peer-reviewed research to the extent practicable, which will be provided to or on behalf of the student. Special education includes specially designed instruction to meet the unique needs of the student.</p> <p>The term related services refers to transportation and such developmental, corrective and other supportive services required to assist a student with a disability to benefit from special education.</p> <p style="text-align: right;">Chapter 5 Section 2F pg 84 CFR 300.320 Definition of Individualized Education Program</p>

12.	Each PLAAFP/PLOP has a Goal and each Goal is linked to a Service .	<p>Area: FAPE in the LRE Topic: Delivery of Service</p> <p>Documentation of services and other considerations focused on supporting individual need are seen on:</p> <ul style="list-style-type: none"> • IEP Form 410c:1 & 2 “IEP Services” and “Other Considerations” • IEP Form 410d and e “IEP Accommodations” and “Behavioral Intervention Planning” <p>The thread of individual need should be woven throughout the entire special education process, beginning with eligibility and then supported within the IEP services. There should be an explicit connection between the PLOP, the Goals, and the Services. If an area of concern is identified and documented then a service relating to that area (or a consideration of that service) should be documented within the IEP.</p> <p>Evidence of this connection should be seen across the:</p> <ul style="list-style-type: none"> • Referral to Consider Form 330 a/b • Areas assessed-Consent for Assessment Form 350b • Results from assessments-Eligibility Report 380 b:A • Present level of performance-IEP Form 410B • Goal-IEP Form 410B • Services-IEP Form 410C • Accommodations and adaptations-IEP Form 410D • Other Consideration-IEP Form 410C <p style="text-align: right;">Chapter 5 CFR 300.304 Evaluation Procedures CFR 300.320 Definition of Individualized Education Program CFR 300.324 Development, Review, and Revision of IEP</p>
13.	IEP lists accommodations/adaptations to be used in the general education classroom for daily work or classroom testing.	<p>Area: FAPE in the LRE Topic: IEP Content</p> <p>The accommodations and/or adaptations are documented in the IEP on Form 410d:1.</p> <p>Documentation should list only the accommodations and/or adaptations determined necessary by the team for the student to access the general curriculum and should be related to the areas of need that have been identified in the PLOP and Goals.</p> <p style="text-align: right;">Chapter 5 Section 2F pg 85 CFR 300.320 Definition of Individualized Education Program</p>

14.	Participation is addressed for each individual statewide assessment with specific accommodations listed for each separate test which are same or nearly the same as those used in the classroom.	<p>Area: FAPE in the LRE Topic: IEP Content</p> <p>The accommodations and/or adaptations are documented in the IEP on Form 410d:2.</p> <p>Each content area needs to be addressed. Accommodations should be as same or nearly the same as those used in the classroom.</p> <p style="text-align: right;">Chapter 5 Section 2G pg 91 CFR 300.320 Definition of Individualized Education Program</p>
15.	When applicable, ESY is addressed as a consideration and services are identified in the IEP.	<p>Area: FAPE in the LRE Topic: IEP Content</p> <p>The documentation for this item is in the IEP Form 410c:2:B.</p> <p>The term “extended school year services” means special education and/or related services that are provided beyond the regular school year in order to assist students in the maintenance or emergence of specific IEP goals. The district shall provide extended school year services for students with disabilities that qualify.</p> <p>The IEP team shall consider the following in the consideration of ESY services:</p> <ul style="list-style-type: none"> • Emerging Skill • Regression-Recoupment • Self-Sufficiency • Team decision based on data <p>If a student qualifies for ESY, services should be documented in the IEP.</p> <p style="text-align: right;">Chapter 5 Section 2F.4 pg 87 CFR 300.106 Extended School Year Services</p>
16.	The IEP team has explained the extent, if any, to which a student will not participate in general education and has provided a justification statement for that placement decision.	<p>Area: FAPE in the LRE Topic: IEP Content</p> <p>The documentation for this item is in the IEP Form 410f:1.</p> <p>Documentation should indicate that:</p> <ul style="list-style-type: none"> • In selecting the LRE, consideration is give to any potential harmful effect on the child or on the quality of services that he or she needs; and • A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum. <p style="text-align: right;">Chapter 5 Section 2H pg 93 CFR 300.320 Definition of Individualized Education Program CFR 300.116 Placements</p>

17.	When behavior is a concern it is addressed in the IEP. (positive behavior interventions or strategies, goals, or an attached BIP)	<p>Area: FAPE in the LRE Topic: IEP Content</p> <p>If behavior is a concern then Yes should be marked in the IEP Form 410e:3.</p> <p>Behavior is considered a concern if seen <i>throughout</i> the documentation:</p> <ul style="list-style-type: none"> This could be the eligibility report, previous IEPs, meeting notes, correspondence, parent concerns, classroom observations, etc. <p>If Yes is marked then behavior should be addressed by specific positive behavior interventions or strategies OR goals in the IEP OR a BIP is attached to the IEP.</p> <p style="text-align: right;">Chapter 5 Section 2F:6a pg 90 CFR 300.324 Development, Review, and Revision of IEP</p>
18.	Written Notice was given to the parent when required and includes an explanation for all required components.	<p>Area: Parent Involvement Topic: Written Notice</p> <p>Written notice was given to the parent/adult student before a district proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of the student, or the provision of FAPE for the student.</p> <p>Written Notice should be specific to the actions being proposed or rejected for the relevant process and should include:</p> <ol style="list-style-type: none"> description of action proposed or refused explanation of why action was refused or proposed a description of options considered the reasons options were rejected a description of information used as basis any other relevant factors <p>The Written Notice Form is Form 320. It is also embedded in both the Consent for Assessment Form 350a and the IEP Form 410g:3.</p> <p style="text-align: right;">Chapter 5 Section 2L pg 96 Chapter 11 Section 4 pg 172-174 CFR 300.503 Prior Notice by the Public Agency; Content of Notice</p>